

Grade 8 Social Studies TEKS

Knowledge and skills

| | Fort Davis History | The Soldiers | Civilian Life | Preservation | Wrap-up |
|--|-----------------------|--------------|---------------|--------------|---------|
| (1) History. The student understands traditional historical points of reference in U.S. history through 1877. The student is expected to: (A) identify the major eras in U.S. history through 1877 and describe their defining characteristics; (B) apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and (C) explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865. | X | X | X | X | X |
| (6) History. The student understands westward expansion and its effects on the political, economic, and social development of the nation. The student is expected to: (A) explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States; (B) explain the political, economic, and social roots of Manifest Destiny; (C) analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation; (D) explain the major issues and events of the Mexican War and their impact on the United States; and (E) identify areas that were acquired to form the United States. | X | X | X | X | X |
| (7) History. The student understands how political, economic, and social factors led to the growth of sectionalism and the Civil War. The student is expected to: (A) analyze the impact of tariff policies on sections of the United States before the Civil War; (B) compare the effects of political, economic, and social factors on slaves and free blacks; (C) analyze the impact of slavery on different sections of the United States; and (D) compare the provisions and effects of congressional conflicts and compromises prior to the Civil War, including the roles of John C. Calhoun, Henry Clay, and Daniel Webster. | X | | | | |
| (9) History. The student understands the effects of Reconstruction on the political, economic, and social life of the nation. The student is expected to: (A) evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments; (B) describe the economic difficulties faced by the United States during Reconstruction; and (C) explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups. | X | X | X | X | X |
| (10) Geography. The student uses geographic tools to collect, analyze, and interpret data. The student is expected to: (A) create thematic maps, graphs, charts, models, and databases representing various aspects of the United States; and (B) pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases. | X | X | X | X | X |
| (11) Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to: (A) locate places and regions of importance in the United States during the 18th and 19th centuries; (B) compare places and regions of the United States in terms of physical and human characteristics; and (C) analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States. | X | X | X | X | X |
| (12) Geography. The student understands the physical characteristics of the United States during the 18th and 19th centuries and how humans adapted to and modified the environment. The student is expected to: (A) analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries; (B) describe the consequences of human modification of the physical environment of the United States; and (C) describe how different immigrant groups interacted with the environment in the United States during the 18th and 19th centuries. | X | X | X | X | X |

| | | | | | |
|--|---|---|---|---|---|
| <p>13) Economics. The student understands why various sections of the United States developed different patterns of economic activity. The student is expected to:</p> <p>(A) identify economic differences among different regions of the United States; (B) explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery; and (C) analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p> | X | X | X | X | X |
| <p>(23) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:</p> <p>(A) analyze the leadership qualities of elected and appointed leaders of the United States such as Abraham Lincoln, John Marshall, and George Washington; and (B) describe the contributions of significant political, social, and military leaders of the United States such as Frederick Douglass, John Paul Jones, James Monroe, and Elizabeth Cady Stanton.</p> | X | X | X | X | X |
| <p>(24) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. The student is expected to:</p> <p>(A) identify selected racial, ethnic, and religious groups that settled in the United States and their reasons for immigration; (B) explain the relationship between urbanization and conflicts resulting from differences in religion, social class, and political beliefs; (C) identify ways conflicts between people from various racial, ethnic, and religious groups were resolved; (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity; and (E) identify the political, social, and economic contributions of women to American society.</p> | X | X | X | X | X |
| <p>(27) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(A) describe developments in art, music, literature, drama, and other cultural activities in the history of the United States; (B) analyze the relationship between fine arts and continuity and change in the American way of life; and (C) identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p> | | X | X | | |
| <p>(28) Science, technology, and society. The student understands the impact of science and technology on the economic development of the United States. The student is expected to:</p> <p>(A) explain the effects of technological and scientific innovations such as the steamboat, the cotton gin, and the Bessemer steel process; (B) analyze the impact of transportation systems on the growth, development, and urbanization of the United States; (C) analyze how technological innovations changed the way goods were manufactured and marketed, nationally and internationally; and (D) explain how technological innovations led to rapid industrialization.</p> | X | X | X | X | X |
| <p>(29) Science, technology, and society. The student understands the impact of scientific discoveries and technological innovations on daily life in the United States. The student is expected to:</p> <p>(A) compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in U.S. history; (B) describe how scientific ideas influenced technological developments during different periods in U.S. history; and (C) identify examples of how industrialization changed life in the United States.</p> | X | X | X | X | X |
| <p>(30) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States; (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; (C) organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;</p> | X | X | X | X | X |

| | | | | | |
|---|----------|----------|----------|----------|----------|
| (D) identify points of view from the historical context surrounding an event and the frame of reference which influenced the participants; (E) support a point of view on a social studies issue or event; (F) identify bias in written, oral, and visual material; (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author; and (H) use appropriate mathematical skills to interpret social studies information such as maps and graphs. | | | | | |
| (31) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (C) transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate; and (D) create written, oral, and visual presentations of social studies information. | X | X | X | X | X |